ENGLISH NATIONAL SEMINAR
"Critical Thinking in English Education for a Just Society"

ENGLISH FILM SUBTITLES AS A CHOICE OF ENGLISH LEARNING METHODS FOR STUDENTS MAJORING IN ENGLISH EDUCATION AT STKIP PGRI PACITAN

Choirun Nisa Rahmawati[1], Sendi Pratama[2], Mufida Nadira Yuni Pureka[3]
[123]STKIP PGRI Pacitan
rnisaf15@gmail.com, sendipct@gmail.com

Abstract

This study aims to determine the effectiveness of the learning method of watching a toy story movie using English subtitles, the ability to work on the questions before watching the toy story movie, the ability to answer the questions after watching the toy story movie, and the opinions of respondents after doing the learning method using English subtitles. This study used a quantitative method of correlation analysis in data collection. Data were obtained from 38 third-semester students consisting of 10 males and 28 females from the English education department at STKIP PGRI Pacitan. Data collection was carried out using Google Forms which were filled out by students. The first Google Forms filled out by students was a pre-test which was done before watching a toy story movie with English subtitles and followed by a post-test. The results showed that all students had tried this method to learn English, 10 students scored below 50 when doing the pre-test, 85% of students got a perfect score when doing the post-test, and 72.2% of students thought that the method of watching movies with English subtitles could improve their English skills. Not having to go through formal learning, learning with entertainment could also be applied in the world of education. One example was watching an English movie using English subtitles, in this case, students could hear the pronunciation and could see how it was written.

Keywords: English Subtitle, Movie, English Learning Method, Education

Introduction

English movie subtitles have been recognized as a popular choice for language learners who want to improve their proficiency in English. For students majoring in English Education, learning English is an integral part of their studies, and the use of various language learning methods is essential to achieve their goals. Watching movies with English subtitles is one of the popular methods that can be effective in enhancing students' language skills (Suhendra, 2019). This study focuses on exploring the effectiveness of using English movie subtitles as a learning tool for students majoring in English Education at STKIP PGRI Pacitan. The objective of this study is to analyze the advantages and disadvantages of this approach and to evaluate the students' attitudes toward this method of learning. By examining the benefits and challenges of using English subtitles in movies, we can better understand how this method can be utilized effectively in English language education.

English movie subtitles have emerged as a popular choice for English learning among students majoring in English education at STKIP PGRI Pacitan. The learning method involves watching English Films with English subtitles, allowing students to learn new vocabulary and improve their comprehension skills. According to Katchen (2018), this method has been found to be effective in helping students improve their English language proficiency and prepare them for their future careers in English education. This method involves watching English movies with English subtitles, which helps students to improve their language skills and comprehension. English movie subtitles provide a contextual understanding of the language, and it aids in the comprehension of unfamiliar words, idioms, and expressions (Hidayah, 2017). This approach to language learning has gained popularity due to its effectiveness in improving listening and speaking skills. In this article, the researcher explored the benefits of using English movie subtitles as a choice of English learning methods for students majoring in

English education at STKIP PGRI Pacitan.

The use of English movie subtitles as a learning tool has become increasingly popular in recent years. Many language teachers now recommend that their students watch English-language films with subtitles to improve their listening and reading skills. This method is particularly useful for students who are at an intermediate level of language proficiency, as it allows them to practice their listening and reading skills simultaneously.

At STKIP PGRI Pacitan, students majoring in English education have been encouraged to use English movie subtitles as a learning tool. The response to this method has been overwhelmingly positive. Students have reported that watching English-language films with subtitles has helped them to improve their listening skills and to better understand the spoken words in movies. They have also reported that the use of subtitles has helped them to learn new vocabulary and to gain a better understanding of the grammar structures used in English. One student stated, "Watching English Movies with English subtitles has been a great help for me in improving my listening and reading skills. It has helped me to understand the context and meaning of the dialogue in the movies, and I have learned new words and phrases that I can use in my daily life." Another student added, "I have found that using English subtitles has made it easier for me to follow the movie and to understand what the characters are saying. It has also helped me to learn new words and phrases, and to understand the grammar structures used in English (Kim, 2015).

Overall, the use of English movie subtitles as a learning method for students majoring in English education at STKIP PGRI Pacitan has been very successful. Students have reported that this method has helped them to improve their language skills and to gain a better understanding of the English language. This method is a great option for teachers to incorporate into their lesson plans, and it is recommended for students to use in their self-study to enhance their language learning (Maulidiyah, 2019).

One of the reasons why English movie subtitles are an effective learning method is that it helps students improve their listening and reading skills. As students watch the movie, they can read the subtitles to help them understand the dialogue better. This way, they can connect the words they hear with their written form, which can improve their ability to read and listen simultaneously. Moreover, the use of subtitles allows students to learn new vocabulary and sentence structures, as they can see the context of the words used in the movie (Wong, 2016). Additionally, using English movie subtitles as a learning method offers a casual way of learning English. Students can watch their favorite movies with subtitles, making learning English more enjoyable and less stressful. Watching movies is an activity that many students enjoy doing, so incorporating it into their learning process can motivate them to learn more. They can also pause the movie and rewind to check the subtitles, making it easier for them to understand and learn the words and phrases (Setyowati, 2016).

Another benefit of using English movie subtitles as a learning method is that it helps students develop their pronunciation and accent. By listening to the dialogue and paying attention to the subtitles, students can practice their pronunciation and accent. They can also mimic the way the characters in the movie speak, making their speech more natural and fluent (Ferraris, 2016).

The use of English movie subtitles has been a popular choice for English language learners all over the world, including in Indonesia. However, the significance of using English movie subtitles as a choice of English learning methods for students majoring in English education at STKIP PGRI Pacitan has not been extensively explored. Therefore, this research aims to explore the effectiveness of English movie subtitles as a learning method for English education students at STKIP PGRI Pacitan.

This research is significant because it could provide insight into a new approach to

teaching the English language to students. It is crucial for English education students to learn how to teach English effectively, and by exploring new methods of learning English, students can be better equipped to teach English to their future students. English movie subtitles could be a valuable tool in this context, as it provides an engaging and enjoyable way for students to learn and improve their English skills (Nuraini & Muna, 2018).

This research is different from other studies in that it is specifically focused on English education students at STKIP PGRI Pacitan. Most studies on the use of English movie subtitles as a learning method have been conducted with non-native English speakers who are not majoring in English education. Therefore, this research provided a more nuancedunderstanding of the effectiveness of English movie subtitles as a learning method for Englisheducation students.

Furthermore, this research also investigates the students' perception of using English movie subtitles as a learning method. This is important as it could provide insight into the student's motivation, engagement, and satisfaction with the learning process. Understanding these factors is crucial to developing effective teaching methods, and this research could contribute to the development of innovative and effective English language teaching methods.

In conclusion, the use of English movie subtitles as a choice of English learning method for students majoring in English education at STKIP PGRI Pacitan is an area that requires further exploration. This research could provide valuable insights into the effectiveness and perception of this learning method. By exploring new and innovative approaches to teaching English, we could ensure that students were equipped with the necessary skills to teach English effectively to their future students.

Method

In this study, the method used was a descriptive quantitative research method correlational. This method was used to collect data and test a theory of 2 variables. This research was conducted to find out when the third-semester students of English Education at STKIP PGRI Pacitan liked English, what reasons made them learn English, have they ever learned English by watching movies, and to find out the effectiveness of watching movies as a method of learning English. Initial data collection was carried out by filling out a questionnaire conducted by semester 3 students via the Google form on February 15, 2023. Furthermore, students filled out pre-test questions via Google Form by listening to audio played via Zoom Meeting on February 16, 2023. After filling in the pre-test, students watch the Toy Story film via Zoom Meeting and continue working on the post-test via Google Form on the same day as the pre-test. Data were obtained from 29 students consisting of 9 males and 20 females. These students carried out lectures at STKIP PGRI Pacitan majoring in English Education. Students in this study are in their third semester and have an age range of 19-24 years.

The pre-test and post-test were carried out to obtain the results: students' initial listening scores before watching the film, students' final scores after watching the film, and whether this method was effective or not. As explained by (Sugiyono, 2013), quantitative research methods could be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques were generally carried out randomly, data collection used research instruments, data analysis quantitative or statistical in nature with the aim of testing the established hypothesis. In connection with this study's purpose, a correlation test method was needed to determine the relationship between watching movies and improving English language skills. In this study, students were expected to be able to provide evidence with pre-test and post-test scores.

Data analysis was carried out by collecting data using Google Forms as the first step of this research. After that, pre-test, watching movies, and post-test were held. After the data

was collected, the data was processed and the numbering and then separation of categories were carried out for the results that came out of the post-test and pre-test work so that the data could be used properly. The next step was to the data that had been separated into categories and then analyzed and described them.

Findings and Discussions

In this chapter, the researcher described and formulates the results of distributing the questionnaires, pre-test, and post-test which have been filled in by 29 students. The dissemination carried out by researchers to students has the aim of assessing the level of relationship between the two variables with the following details: a) Since when do students like learning English? b) What are the things that make students interested in learning English? c) How developed are student scores from the pre-test to the post-test?

Students Begin to Like Learning English
Table 2 Description of Students Begin to Like Learning English

	Number	Percentage (%)
Elementary School	7	24,1%
Junior High School	9	31,0%
Senior High School	8	27,6%
College	5	17,2%
Total	29	100,0%

The results of the study stated that 9 students with a percentage of 31,0% started to like learning English when they were in Junior High School, 8 students a percentage of 27,6% liked learning English starting from their Senior High School, 7 students with a percentage of 24,1% have liked learning English since elementary school, and 5 students with a percentage of 17,2% started learning and liked English since entering college.

In Indonesia, English has become a foreign language that they have studied since children to adults (Puspitasari et al., 2018).English is a foreign language in Indonesia but it is very important to teach children from an early age because English is an international language that is used all over the world to make it easier to communicate when outside Indonesia as the main communication (Oktaria & Putra, 2020). Nowadays, there are many formal and non-formal schools that apply English learning from an early age. It is important for elementary school children to be given a stimulus about English little by little because at that age their brains are going through a developing stage.

Things That Make Students Interested In Learning English
Music

The results showed that 5 students with a percentage of 17.2% stated that they were interested in learning English because of music. Of course, in this world, there are many songs from various languages, especially English. English songs are songs that are popular worldwide. This reason is very clear that it can make someone learn English because the songs are worldwide.

The use of music in certain learning also influences student psychology. The influence of this music has a positive impact on achieving the expected lesson objectives. Cognitive processes are all processes and products of the mind to achieve and produce knowledge in the form of intellectual and mental activities such as remembering, symbolizing, categorizing, solving problems, creating, and fantasizing (Zamil, 2016).
Film

ENGLISH
NATIONAL SEMINAR
"Critical Thinking in English Education for a Just Society"

There are 3 students with a percentage of 10.3% who are interested in learning English because they watch English films. Saparati (2012), conveys audio-visual media is media that has a sound element and an image element. This media has the ability to better because it covers both types of media auditory listening and visualization. This raises curiosity about the language of the film being watched.

International Language

In our life today, English is a second language which is an international language. Along with the development of technology and the times, every Indonesian needs to learn English. Therefore, 10 students with a percentage of 34.5% chose English as an international language to learn English(Agustin, 2011).

Traveling

Damayanti (2019) explains that English has a role important for world tourists. As it is known that the English language is a language international which is very commonly used in the world of tourism. Therefore, 4 students with a percentage of 13.8% choose to study English because they want to travel and travel around the world so that they can easily get information when traveling. According to Tariq (2020), as an international language, the use of English has entered into various aspects of life related to relations between countries or internationally.

Communication

The results showed that 7 students with a percentage of 24.1% chose communication as the reason they were interested in English. English learning is needed as a medium to communicate with one another (Sharifian, 2009). As well as in Pacitan, the number of foreign visitors also increased significantly (Chusna, 2019). English is very useful for communicating with tourists who come to Indonesia. This language is a means of verbal communication, where the main target of this oral communication is so that the interlocutor can understand the culture ofthe speaker (Husein & Dewi, 2019).

Development of Student Score Results during the Pre-Test and Post-Test
Table 3 Student Score during the Pre-Test

Score	Number	Percentage (%)
10 / 100	4	13,8%
20 / 100	1	3,4%
30 / 100	7	24,1%
40 / 100	8	27,6%
50 / 100	3	10,3%
60 / 100	1	3,4%
70 / 100	3	10,3%
80 / 100	1	3,4%
90 / 100	1	3,4%
Total	29	100,0%
Average	50	

The average students score on the pre-test were 50 points. There were 13.8% of students getting the lowest score of 10 points and 3.4% of students getting the highest score of 90 points.

Table 4 Student Score during the Post-Test

Score	Number	Percentage (%)
70 / 100	2	6,9%
80 / 100	10	34,5%
90 / 100	8	27,6%

100 / 100	9	31,0%
Total	29	100,0%
Average	85	

The average students score in the post-test progressed very well, namely 85 points. There were 6.9% of students getting the lowest score of 70 points and 31.0% of students getting the highest score of 100 points. Based on the development of students scores above, It was proved that watching movies could improve English skills, especially listening skills. This is in accordance with the theory which states that learning media is anything that is used to channel messages from senders and recipients so that they can stimulate students' thoughts, concerns, feelings, and interests (Andriyani & Suniasih, 2021; Indahini et al., 2018)

Conclusion

According to research findings, students had various reasons for finally deciding to learn English. There were 35.5% of students had reasons to learn English because English was an international language. Most students started learning English at Junior High School where there were 9 students with a percentage of 31.0%. According to the comparison of the results of the pre-test and post-test scores, there was a rapid development in the results of students scores. The average student's post-test score increased by 70% compared to the pre-test score. Of course, this has proven that there was a relationship between watching English Films with English subtitles and improving students' English skills.

References

Agustin, Y. (2011). Kedudukan Bahasa Inggris sebagai Bahasa Pengantar dalam Dunia Pendidikan. *Deiksis*, *3*(4), 354–364.

Andriyani, N. L., & Suniasih, N. W. (2021). Development of Learning Videos Based on Problem-Solving Characteristics of Animals and Their Habitats Contain in Ipa Subjects on 6th-Grade. *Journal of Education Technology*, *5*(1), 37–47.

Apriyanti, Chusna. (2019). *Parent Teaching: a Strategy to Build Effective Communication in Learning Among Teachers-Parents-Students*. Atlantis Press.

Damayanti, L. S. (2019). Peranan Keterampilan Berbahasa Inggris Dalam Industri Pariwisata. *Journey: Journal of Tourismpreneurship, Culinary, Hospitality, Convention and Event Management*, *2*(1), 71–82.

Ferraris, C. (2016). The Effectiveness of Movie Subtitles As A Tool For Language Learning. *European Journal of Applied Linguistics and TEFL*, *5*(2), 1–15.

Hidayah, N. (2017). Improving Students' Writing Skill through Watching English Movies with Subtitles. *Dinamika Ilmu*, *17*(1), 27–36.

Husein, A. M., & Dewi, R. K. (2019). Peningkatan Kemampuan Pragmatis Penguasaan Bahasa Inggris Bagi Guru di MTs. Jauharul Ulum Desa Locancang Panarukan Situbondo. *Dedication: Jurnal Pengabdian Masyarakat*, *3*(1), 39–44.

Indahini, R. S., Sulton, S., & Husna, A. (2018). Pengembangan Multimedia Mobile Learning Pada Mata Pelajaran Simulasi Dan Komunikasi Digital Kelas X SMK. *JKTP: Jurnal Kajian Teknologi Pendidikan*, *1*(2), 141–148.

Katchen, J. E. (2018). Using English language movie subtitles to enhance vocabulary acquisition for EFL learners. *International Journal of English Linguistics*, *8*(5), 145–154.

Kim, J. S. (2015). The Effects of Movie Subtitle Use on Vocabulary Acquisition and Listening Comprehension of Korean Learners of English. *Language Learning & Technology*, *19*(1), 111–134.

Maulidiyah, N. (2019). The Use of English Movie Subtitles in Improving Students' Reading Comprehension. *Journal of English Language Teaching and Linguistics*, *4*(2), 171–182.

Nuraini, N., & Muna, F. N. (2018). The Use of English Movie Subtitles As An Alternative Way to Improve English Speaking Ability. *Journal of English Teaching*, *7*(2), 69–78.

Oktaria, R., & Putra, P. (2020). Child Education in The Family as An Early Childhood Education Strategy During the Covid-19 Pandemic. *Jurnal Ilmiah Pesona PAUD*, 41–51.

Puspitasari, I., Apriyanti, C., & Rahayu, D. (2018). Breakthough of The Success Imagery in The Future By English Education. *Pacitan*, 84.

Saparati, A. (2012). *Pembelajaran IPA di SD*. Universitas Terbuka.

Setyowati, L. (2016). The Use of English Movie Subtitles to Enhance EFL Learners' Vocabulary Mastery. *Jurnal Pendidikan Humaniora*, *4*(3), 270–281.

Sharifian, F. (2009). *English as International Language*. MPG Books Ltd.

Suhendra, A. (2019). The Effectiveness of Using English Movie Subtitles in Improving Students' Listening Comprehension. *ELT Worldwide: Journal of English Language Teaching*, *6*(1), 51–63.

Wong, W. (2016). The Use of Movie Subtitles in English Language Teaching: A Review of The Literature. *System*, *56*, 1–10.

Zamil, I. (2016). Conducive Learning Environment and The Use of Certain music Contribute to The Implementation of Learning. *Pelita Bangsa Pelestari Pancasila*, *11*(2).